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ABSTRACT

This booklet describes the written portion of the Foreign Service Officer examination process. Sample questions and answers from the various components of the General Ability, English Expression, and General Background tests are provided, as well as the rationale for each type of question. (DLG)

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Sample Questions from the Written Examination for

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INTRODUCTION

There are five distinct stages in the selection of entrance level Foreign Service officers for the Department of State and for the United States Information Agency: the competitive written examination, an oral examination, a medical examination, a comprehensive background investigation, and the final review of all information pertinent to a candidate's eligibility for appointment. This pamphlet describes the written examination and presents samples of the kinds of questions that are asked in the written examination.

The written examination consists of the following three tests given on one day. Multiple-choice questions are used in all tests.

I. General Ability (one hour and thirty minutes)--A test of verbal and mathematical skills. The verbal questions test the ability to read with comprehension and to appreciate the meanings of words. The remaining questions test the ability to understand and to interpret tabular and quantitative data and to do simple arithmetic computations.

II. English Expression (one hour)--A test of the ability to recognize clear, correct, and effective written English.

III. General Background (two hours)--A test of the understanding of institutions and concepts basic to the development of the United States as well as other countries. This is a test of general education and is designed to assess a candidate's background knowledge and understanding of the United States and the world of which it is a part.

The examinations are graded on a relative rather than on an absolute basis, so that candidates are in competition with each other.

Foreign Language Examination. No foreign language test is required in the written examination. The importance of language skills cannot be emphasized too strongly, but an initial lack of foreign language competence will not preclude appointment of the candidate who has completed successfully all other phases of the selection process. Candidates who are appointed will take a foreign language test in Washington after they enter on duty.

Sample Questions. In order that candidates may gain some idea of the nature and difficulty of the questions in the various tests, the following sample materials have been prepared. For each test a few questions representing the major types of questions used on the test have been analyzed to explain what the question is asking, how it can be approached, and how the correct answer may be reached. There then follows a set of practice questions in the form of a

sample test. These are to be answered in the time indicated. Candidates are advised to take each test as timed and then check their answers with the key provided on page 46.

GENERAL ABILITY

One hour and thirty minutes–80 questions

This examination is designed to measure the candidate's mastery of the general learning skills, that is, the ability to read, to analyze, and to interpret data. The test consists of verbal analogies and sentence completion and arithmetic reasoning questions; also sets of questions that are related to passages, tables, maps, and graphs, which may be presented separately or in combination. No outside information is required except that which may reasonably be expected of any well-informed person, and the mathematical computations are simple.

Following are discussions of the types of questions used in the General Ability Test.

SENTENCE COMPLETIONS

This type of question provides a measure of one aspect of reading comprehension. It requires the candidate to complete a sentence from which one or two words have been removed. If the candidate understands the implications of the sentence, he should be able to select the word or words that best complete the meaning of the sentence–the element that makes the sentence lucid, logical, and stylistically consistent.

The sentences cover a wide variety of topics of the sort the candidate is likely to have encountered in his general reading. His understanding of any one sentence will inevitably depend to some degree on his knowledge of the subject matter involved: science, literature, music, philosophy, social studies, and other fields. But success in answering each question depends primarily on the candidate's ability to understand and to use the English language.

Directions: Each of the sentences below has one or more blank spaces, each blank indicating that a word has been omitted. Beneath the sentence are five lettered words or sets of words. You are to choose the one word or set of words which, when inserted in the sentence, best fits in with the meaning of the sentence as a whole.

1. On the one hand scientific research introduces new methods of -------; on the other it invents new devices to ------- their effects.

   (A) production . . implement
   (B) observation . . reduce
   (C) destruction . . counteract
   (D) warfare . . increase
   (E) experimentation . . enhance

The form of the sentence in this relatively easy question indicates that the second missing word must be one which opposes the action indicated in the first half of the sentence. The word counteract in (C) does just this. Enhance, increase, and implement may be easily eliminated because none of them implies opposition to the action in the first half of the sentence. (B) can be eliminated because it would be illogical for scientists to wish to reduce the effects of new methods of observation. (C) is the only plausible answer.

ANALOGIES

Questions of this type test the candidate's understanding of relationships among words and ideas. The candidate is asked to analyze relationships and to recognize those that are similar or parallel in nature. For example, some of the questions ask the candidate to recognize a specific type of relationship, such as cause and effect; others may ask him to establish a relationship between concrete terms that is analogous to a relationship between abstract terms. The candidate should consider each relationship critically and then select as his answer the choice that comes closest to satisfying all the demands.

Directions: In each of the following questions, a related pair of words or phrases is followed by five lettered pairs of words or phrases. Select the lettered pair which best expresses a relationship similar to that expressed in the original pair.

2. CONFISCATE:ROB ::

(A) offend:insult
(B) receive:take
(C) avenge:punish
(D) trespass:walk
(E) execute:murder

In approaching this relatively easy question the candidate should recognize that confiscate is a legally sanctioned means of taking property whereas rob is an illegal means. He should, therefore, look for a pair of words that bears the same sort of legal/illegal relationship. (E) is the only choice which fits such a rationale. (A), (B), and (C) do not imply legality or illegality and may thus be eliminated. In (D) the first term trespass refers to an illegal act, not a legal act, as in the first term of confiscate: rob. Furthermore, walk has no legal implications whatsoever. (E) is then the only logical answer.

The General Ability Test includes sets of questions that test one's ability to interpret data, to do quantitative and arithmetic reasoning, and to read with understanding and insight passages from the humanities, sciences, or social studies.

DATA INTERPRETATION

Directions: This part consists of reading passages, sets of data, and reading passages combined with sets of data, each followed by a group of questions. Your answer to each question should be based on the material which immediately precedes it. For each question select the answer you think best and blacken the corresponding space on the answer sheet. Use any available space for computation.

Interpretation of the map, the data therein, and the questions associated with it requires familiarity with the location of the states of the United States. It is clear that the candidate must examine the map carefully before attempting to answer any of the questions. He must recognize that the patterns in the legend on the right represent the 1939 percentages of corn-producing farmers within individual states. He should note the information at the bottom of the map which explains the three numbers appearing in each state; the top figure is the 1939 percentage, the middle figure is the 1929 percentage, and the bottom figure is the 1919 percentage of farmers producing corn for grain. With a basic knowledge of geography and an ability to recognize the important facts contained in the data, the candidate should be able to answer the questions with relative ease.

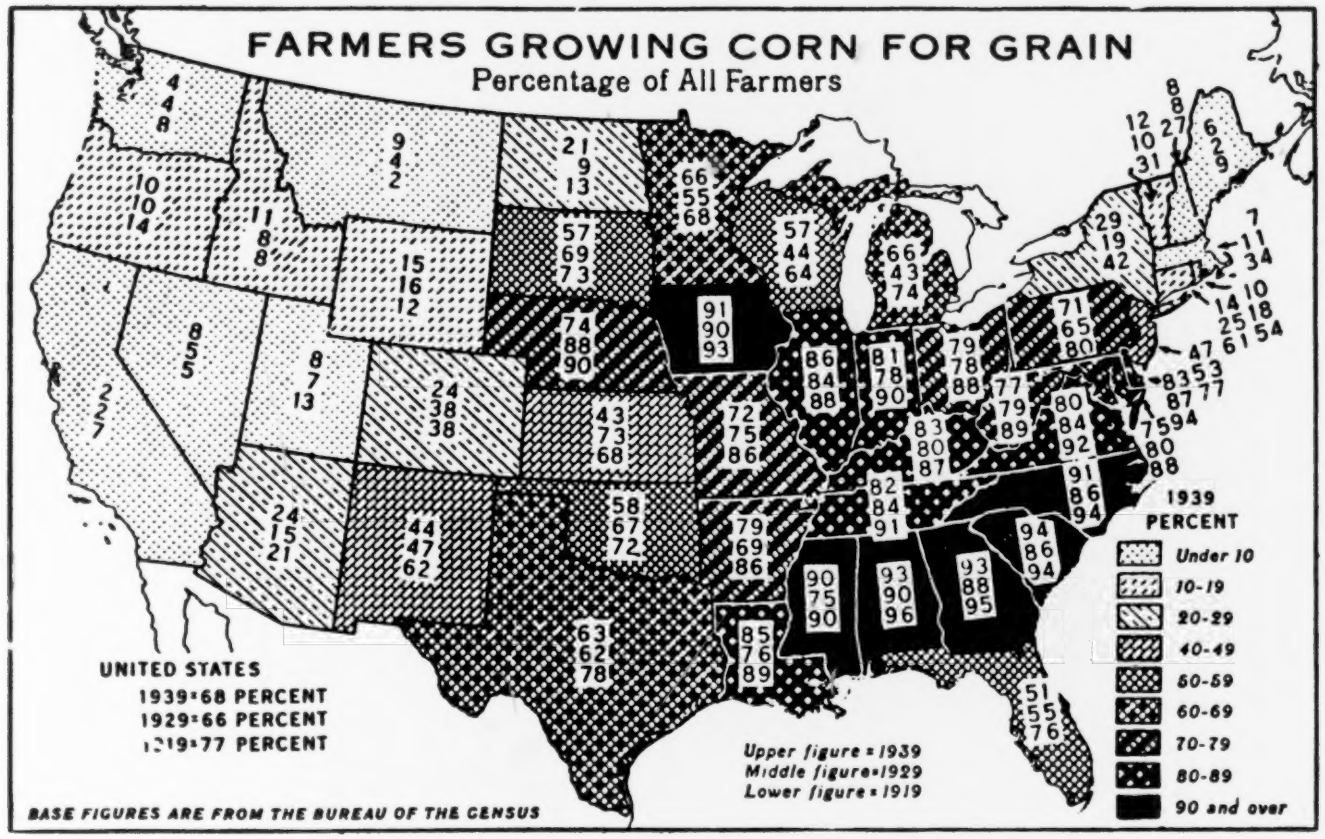
Answer the following questions by referring to the map on page 6.

3. In what state or states west of the Mississippi did 90 percent of the farmers raise corn for grain in 1919?

   (A) Minnesota and Kansas
   (B) Kansas and Nebraska
   (C) Iowa and Mississippi
   (D) Nebraska and Iowa
   (E) Iowa only

To answer this question one should know the location of the Mississippi River, and he must be able to identify the states mentioned in the choices. It is then a matter of noting that only two states west of the Mississippi have percentages in the 90's for the year 1919. These states are Nebraska and Iowa; therefore, (D) is the correct answer. If the candidate does not know where the Mississippi River is, he can work from west to east looking for states with figures for 1919 in the 90's. The westernmost states, Nebraska and Iowa, he may assume to be west of the Mississippi.

4. In 1939 how many states had the same percentage of farmers growing corn for grain as Colorado had in 1919?


FARMERS GROWING CORN FOR GRAIN
Percentage of All Farmers
UNITED STATES
1939=68 PERCENT
1929=66 PERCENT
1919=77 PERCENT
Upper figure = 1939
Middle figure=1929
Lower figure = 1919
1939
PERCENT
Under 10
10-19
20-29
40-49
50-59
60-69
70-79
80-89
90 and over
BASE FIGURES ARE FROM THE BUREAU OF THE CENSUS

(A) None
(B) One
(C) Two
(D) Three
(E) It cannot be determined from the information given.

To answer this question the candidate must be able to locate Colorado on the map. Once he has located Colorado and has ascertained that its percentage of corn-growing farmers for 1919 was 38, he has only to scan the uppermost figure in each state to determine that none of them had a percentage of 38 in 1939. If he does not know how to locate Colorado, he should skip the question and spend his time on others.

5. Which two states had the lowest proportion of farmers growing corn for grain in 1929?

(A) Washington and Montana
(B) Washington and California
(C) Maine and California
(D) Montana and Maine
(E) Montana and Nevada

To answer this question one should check the second number in each of the states mentioned in the answers. California and Maine show the lowest percentages–2 percent–for 1929. Therefore, one should select (C) as the correct answer.

6. In which two states east of the Missouri River did 60 percent to 69 percent of the farmers raise corn for grain in 1939?

(A) Illinois and Wisconsin
(B) Michigan and Minnesota
(C) Texas and Michigan
(D) Wisconsin and Minnesota
(E) Texas and Oklahoma

One may approach this question by identifying all states on the map for which the top figure falls between 60 and 69. These may be identified by matching them with the pattern for the 60-69 percent range in the legend on the right. There are three such states, but only two of them, Michigan and Minnesota, are east of the Missouri River. The correct answer is (B).

TOTAL NUMBER OF FARMERS		
State	1929	1939
New Mexico	31,000	34,000
Oregon	55,000	62,000
Texas	495,000	418,000

7. On the basis of information in the map and the table above, ascertain which of the states mentioned below showed an increase from 1929 to 1939 in the number of farmers growing corn for grain.

(A) Oregon only
(B) Oregon and New Mexico only
(C) Oregon and Texas only
(D) Texas and New Mexico only
(E) New Mexico, Oregon, and Texas

According to the table, between 1929 and 1939 there was an increase in the total number of farmers in New Mexico and Oregon and a decrease in the total number of farmers in Texas. According to the map the percent of farmers who were growing corn for grain in Oregon was the same in 1939 as it was in 1929. Therefore, there must have been an increase in the number of farmers growing corn for grain in Oregon. In Texas in 1929, 62 percent of the 495,000 farmers in the state were growing corn for grain. In 1939, although 63 percent of the farmers grew corn for grain, there were only 418,000 farmers in the state. Therefore, in Texas there were fewer farmers growing corn for grain in 1939 than in 1929.

In New Mexico in 1929, 47 percent of the 31,000 farmers in the state were growing corn for grain; in 1939, 44 percent of the 34,000 farmers in the state were growing corn for grain. Therefore, there was an increase in the number of farmers growing corn for grain in both New Mexico and Oregon, and the answer is (B).

QUANTITATIVE COMPARISON

Directions: Each quantitative comparison question consists of two quantities, one in Column A and one in Column B. You are to compare the two quantities and on the answer sheet blacken space

(A) if the quantity in Column A is the greater;
(B) if the quantity in Column B is the greater;
(C) if the two quantities are equal;
(D) if the relationship cannot be determined from the information given.

Note: All numbers used are real numbers. In a question, information concerning one or both of the quantities to be compared is centered above the two columns. A symbol that appears in both columns represents the same thing in Column A as it does in Column B.

8.	Column A	Column B
	30% of 200	200% of 30

This question is below average in difficulty and may be solved in the following way. By recognizing that 30% is equivalent to $\frac{30}{100}$ and 200% is equivalent to $\frac{200}{100}$, the quantities in the columns may be expressed as $\frac{30}{100}$ x 200 and $\frac{200}{100}$ x 30, respectively. Since these quantities are equal, the correct answer is (C).

9.	Column A	Column B
	$\frac{58}{59}$	$\frac{88}{89}$

This question is average in difficulty. One way to determine the answer is to solve each fraction for its decimal equivalent. Another way is to note that the greater of the two fractions will be closer to 1. The difference between $\frac{58}{59}$ and 1 is $\frac{1}{59}$, and the difference between $\frac{88}{89}$ and 1 is $\frac{1}{89}$. Since $\frac{1}{89}$ is less than $\frac{1}{59}$, $\frac{88}{89}$ is closer to 1 and therefore the greater fraction. The correct answer is (B).

ARITHMETICAL REASONING

Directions: In this part solve each problem, using any available space for computation. Then indicate the one correct answer by blackening the corresponding space on the answer sheet.

10. If the airline distance between New York and Berlin is 3,960 miles and is represented on a map by 1 foot, how many inches on the map represent a distance of 132 miles?

(A) 30 in. (B) $\frac{5}{2}$ in. (C) $\frac{3}{5}$ in. (D) $\frac{2}{5}$ in. (E) $\frac{1}{30}$ in.

This question is average in difficulty and involves routine computation. The question asks for a length in inches. Since the distance 3,960 miles is represented

by 12 inches on the map, 1 mile on the map is represented by $\frac{12}{3,960}$ inch. The required length is thus 132 x $\frac{12}{3,960}$ inches, or $\frac{2}{5}$ inch, and the correct answer is (D).

11. Mr. X bought a stock at $20 per share and has since received an annual dividend of 4 percent of the purchase price. If the value of the stock is now $32, what percent of the present value of the stock is the annual dividend?

    (A) $1\frac{3}{5}\%$ (B) $2\frac{1}{2}\%$ (C) $3\frac{1}{5}\%$ (D) $6\frac{2}{5}\%$ (E) $6\frac{1}{2}\%$

The question is average in difficulty and involves routine computation. If the annual dividend is 4 percent of the purchase price, it is 4 percent of $20.00, or $0.80. Since $0.80 is 2½ percent of $32.00, the correct answer is (B).

For the convenience of the candidate, a miniature sample General Ability Test is provided below. Although it does not contain every kind of question that appears in the test, it does include the major types. The test should be taken in the time stipulated; answer keys are provided on page 46.

GENERAL ABILITY SAMPLE TEST

Time—22 minutes

(23 questions)

Directions: Each of the sentences below has one or more blank spaces, each blank indicating that a word has been omitted. Beneath the sentence are five lettered words or sets of words. You are to choose the one word or set of words which, when inserted in the sentence, best fits in with the meaning of the sentence as a whole.

1. The epigrammatic style of the book gives it an appearance of ------- which is somewhat deceptive, for the argument is developed so tersely that it is not always easy to follow.

    (A) lucidity
    (B) erudition
    (C) complexity
    (D) accuracy
    (E) mysticism

2. Conformists in an age of fawning good fellowship, of tenderness toward hemophilic egos, we ------- to wound with the shafts of truth.

(A) strive
(B) hasten
(C) fear
(D) deign
(E) agree

Directions: In each of the following questions, a related pair of words or phrases is followed by five lettered pairs of words or phrases. Select the lettered pair which best expresses a relationship similar to that expressed in the original pair.

3. DELETE:AMEND ::

(A) destroy:repair
(B) edit:read
(C) criticize:explain
(D) compose:rewrite
(E) waste:add

4. OSTRACIZE:SOCIETY ::

(A) dissolve:solution
(B) exile:country
(C) enunciate:speaker
(D) baptize:church
(E) mechanize:industry

5. UNEMPLOYED:WORKER ::

(A) fallow:field
(B) unnecessary:purchase
(C) useless:property
(D) unwelcome:visitor
(E) barren:crop

Directions: This part consists of reading passages, sets of data, and reading passages combined with sets of data, each followed by a group of questions. Your answer to each question should be based on the material which immediately precedes it. For each question select the answer you think best and blacken the corresponding space on the answer sheet. Use any available space for computation.

In the Federal Convention of 1787, the members were fairly well agreed as to the desirability of some check on state laws; but there was sharp difference of opinion as to whether this check should be political in character like the congressional veto or whether the principle of judicial review should be adopted.

Madison was one of the most persistent advocates of the congressional veto, and in his discussion of the subject he referred several times to the former imperial prerogative of disallowing provincial statutes. In March 1787, he wrote to Jefferson, urging the necessity of a federal negative upon state laws. He referred to previous colonial experience in the suggestion that there should be "some emanation" of the federal prerogative "within the

several States, so far as to enable them to give a temporary sanction to laws of immediate necessity." This had been provided for in the imperial system through the action of the royal governor in giving immediate effect to statutes, which nevertheless remained subject to royal disallowance. In a letter to Randolph a few weeks later, Madison referred more explicitly to the British practice, urging that the national government be given "a negative, in all cases whatsoever, on the Legislative acts of the States, as the King of Great Britain heretofore had." Jefferson did not agree with Madison; on practical grounds rather than as a matter of principle, he expressed his preference for some form of judicial control.

On July 17 Madison came forward with a speech in support of the congressional veto, again supporting his contention by reference to the royal disallowance of colonial laws: "Its utility is sufficiently displayed in the British System. Nothing could maintain the harmony and subordination of the various parts of the empire, but the prerogative by which the Crown stifles in the birth every Act of every part tending to discord or encroachment. It is true the prerogative is sometimes misapplied thro' ignorance or a partiality to one particular part of the empire: but we have not the same reason to fear such misapplications in our System." This is almost precisely Jefferson's theory of the legitimate function of an imperial veto.

This whole issue shows that the leaders who wrestled with confederation problems during and after the war understood, in some measure at least, the attitude of British administrators when confronted with the stubborn localism of a provincial assembly.

6. According to the passage, Madison was advocating

(A) royal disallowance of state legislation
(B) a political check on state laws
(C) the supremacy of the states over the federal government
(D) the maintenance of a royal governor to give immediate effect to statutes
(E) specification of the areas in which the state had rights

7. Which of the following is NOT indicated in the passage?

(A) Jefferson's stand on the question of a check on state laws
(B) The fact that the royal negative had been misapplied in the past
(C) The fact that Jefferson understood the attitude of British administrators
(D) What the British system entailed
(E) What judicial review would entail

8. According to the passage, Madison believed that the federal government

(A) ought to legislate for the states
(B) should recognize the sovereignty of the several states
(C) ought to exercise judicial control over state legislation
(D) should assume the king's former veto power
(E) was equivalent to a provincial assembly

9. Which of the following describes Madison's concept of a congressional veto?

(A) It differed from Jefferson's concept of a congressional veto.
(B) It developed from fear that the imperial negative might be misused.
(C) It allowed the federal prerogative to be exercised in disallowing state laws.
(D) It had the primary function of giving temporary sanction to laws of immediate necessity.
(E) It developed from the desire to prevent "taxation without representation."

10. The passage suggests that Madison thought of the states as

(A) being emanations of the federal government
(B) comparable to provinces of a colonial empire
(C) incapable of creating sound legislation
(D) having no rights specifically delegated to them
(E) incapable of applying judicial review of their legislation

11. Which of the following, if true, would provide the best argument against the use of a federal prerogative as described in the passage?

(A) The United States has no king.
(B) The federal government is an entity outside the jurisdiction of the states.
(C) State problems are peculiar to the individual states and have no effect on the nation as a whole.
(D) The federal prerogative has been misapplied in only one nation.
(E) The proposition provides no means of dealing with stubborn localism.

The following data are the results of an experiment in conditioning a female rat to press a bar near the food pan in her cage. The experiment consisted of a control session (Session 0) and seven experimental sessions. The sessions were separated by approximately 24-hour intervals during which the rat was not fed. In the control session the rat was timed to see how long it took her to eat her regular daily food ration. The food was given all at once, and the rat did not press the bar during this session.

In the experimental sessions, the rat was not given food pellets until she had

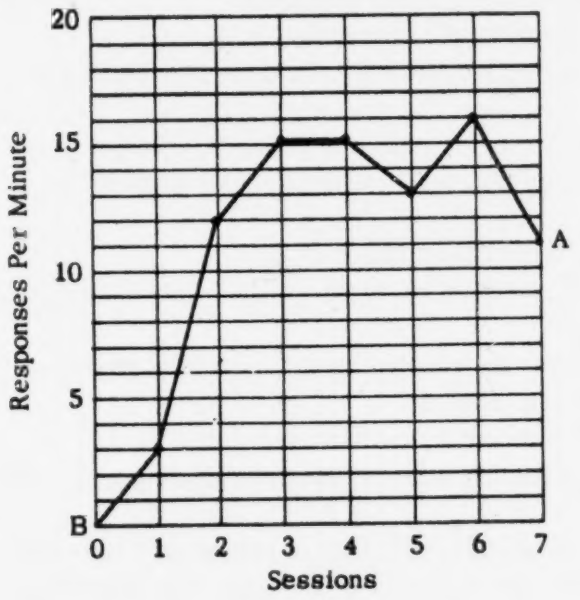
made the response of pressing the bar the number of times indicated in Table 1. Thus, in experimental Session 5, the rat was given a pellet every time she made two responses. Each session except the last ended when the rat had eaten her regular daily ration. In Session 8, the rat was not fed at all.

TABLE 1

Session	Responses necessary per pellet	Number of minutes in session
0	No responses necessary	15.0
1	1:1	100.0
2	1:1	25.0
3	1:1	20.0
4	1:1	20.0
5	2:1	xxxx
6	2:1	37.5
7	No pellets given	100.0

GRAPH I

RESPONSES PER MINUTE DURING EACH SESSION



12. The total number of responses per session varied from

(A) 0 to 300
(B) 0 to 600
(C) 0 to 1,100
(D) 300 to 600
(E) 600 to 1,700

13. Of the following, the best nontechnical explanation for the position of point A on the graph as compared with the position of point B is that the

(A) rat had learned to expect food after making a response
(B) number of responses per pellet had changed
(C) rat had become fatigued after so many sessions
(D) experimenter had not fed the rat
(E) difference in rate is merely a product of chance variation

14. The average number of responses per minute during the time of Sessions 1 and 2 combined is

(A) 4.8
(B) 7.5
(C) 9.0
(D) 9.6
(E) 15.0

15. How many pellets were contained in the rat's regular daily ration?

(A) 15
(B) 20
(C) 200
(D) 300
(E) It cannot be determined from the information given.

16. Experimental Session 5 lasted

(A) 20.0 min.
(B) 37.5 min.
(C) 40.0 min.
(D) 46.2 min.
(E) 50.4 min.

Directions: Each quantitative comparison question consists of two quantities, one in Column A and one in Column B. You are to compare the two quantities and on the answer sheet blacken space

(A) if the quantity in Column A is the greater;
(B) if the quantity in Column B is the greater;
(C) if the two quantities are equal;
(D) if the relationship cannot be determined from the information given.

Note: All numbers used are real numbers. In a question, information concerning one or both of the quantities to be compared is centered above the two columns. A symbol that appears in both columns represents the same thing in Column A as it does in Column B.

	Column A	Column B
17.	Four times the average (arithmetic mean) of 2, 4, and 6	Two times the average (arithmetic mean) of 4, 8, and 12
	$p > r > s$ $p > t > s$	
18.	$2r$	$t + s$
19.	$\frac{.60}{.06} + \frac{.06}{.60}$	10

Directions: In this part solve each problem, using any available space for computation. Then indicate the one correct answer by blackening the corresponding space on the answer sheet.

20. The cost of machine M in the United States drops to 4/5 of its former cost, and the value of Country Y's currency, in terms of the United States dollar, drops to 3/4 of its former value. How many M machines can Country Y buy for the amount (in its own currency) that it formerly paid for 240 machines?

    (A) 144 (C) 256 (E) 400
    (B) 225 (D) 300

21. Three timers are set to ring every 4, 5, and 6 minutes, respectively. If all three ring simultaneously, how many minutes will it be before all three ring simultaneously again?

    (A) 20 min. (C) 30 min. (E) 120 min.
    (B) 24 min. (D) 60 min.

22. If 30 new Pullman cars seat as many people as 39 old Pullman cars, by what percent has the seating capacity of each Pullman car increased?

    (A) 3 percent (C) 25 percent (E) 33-1/3 percent
    (B) 9 percent (D) 30 percent

23. In a certain college there are 10 students in each Italian class and 25 students in each French class. If the average number of students per class, in Italian and French combined, is 22, what is the ratio of the number of French classes to the number of Italian classes in this college?

    (A) 2 to 1 (C) 11 to 5 (E) 4 to 1
    (B) 25 to 12 (D) 5 to 2

ENGLISH EXPRESSION

One hour--100 questions

The test of English expression is designed to measure the ability of a candidate to express himself clearly and effectively in standard written English. The test contains three sets of multiple-choice questions. The first kind of multiple-choice question asks the candidate to select from the underlined words and phrases in a sentence the one part, if any, that should be revised in order to make the entire sentence correct. The second requires the candidate to select from among five versions of a particular part of a sentence the one version that expresses the idea of the sentence most clearly, effectively, and accurately. For the third kind of question, the candidate must revise a sentence according to the directions provided for that sentence and choose the word or phrase that will appear in the best revision.

Samples of the various kinds of questions used to test writing ability are discussed below.

SENTENCE CORRECTION

Directions: The following sentences contain problems in grammar, usage, diction (choice of words), and idiom.
Some sentences are correct.
No sentence contains more than one error.

You will find that the error, if there is one, is underlined and lettered. Assume that all other elements of the sentence are correct and cannot be changed. In choosing answers, follow the requirements of standard written English.
If there is an error, select the one underlined part that must be changed in order to make the sentence correct, and blacken the corresponding space on the answer sheet.
If there is no error, mark answer space E.

l. Unlike other tyrants before him (A), who promptly and effectively eliminated (B) all opposition, Ryall is tolerant of (C) the challenges of the students, because he believed he had nothing (D) to fear from the group. No error. (E)

Because each of the underlined parts of the sentence is designed to present a particular problem in written expression, the candidate should examine all parts of the sentence before he decides upon the correct answer. In this sample question, for instance, the part of the sentence underlined and designated as (A)

sets up a comparison between two things: tyrants and Ryall. The candidate is to judge whether the comparison is valid. It is, and the sentence is not at fault here. (B) raises two questions: Are the adverbs promptly and effectively used correctly? Is the tense of the verb eliminated correct? An examination of this part of the sentence in relation to the other parts reveals, however, that nothing is at fault here. The expression introduced by who means who eliminated all opposition promptly and effectively. Since promptly and effectively modify eliminated (the verb), they should be in the adverbial form, as they are. The tense shown by eliminated should be past tense, as it is, because it refers to the actions of tyrants before Ryall. (C) asks the candidate to determine whether the phrase tolerant of is idiomatic—really a problem of the appropriate word, a preposition, to be used after tolerant. Since tolerant of is a common expression, it is correct. The fact that other prepositions might infrequently be used after tolerant does not make of wrong. (D) presents a problem of tense. The sentence is at fault here, for the verbs believed and had should be in the present tense to agree with the verb is, which has not been underlined and which, therefore, you must assume is correct. In brief, "Ryall is tolerant...because he believes he has nothing to fear."

This question is an easy one.

2. Ordinarily a quiet man (A), Johnstone lost his temper when he heard that (B) school board had prohibited the principal (C) to buy for the school library any (D) of the books about Tarzan. No error. (E)

This question is slightly more difficult than the preceding question. In this sentence, (A) presents a problem of construction that may be analyzed in either of two ways. The more common explanation is that it is an appositive in the introductory position and means "Johnstone, ordinarily a quiet man, lost..." (This construction is like "Phil James, the first speaker, arose....:—a kind of parenthetical explanation.) The other explanation assumes an ellipsis, or the omission of words that are obviously understood. In this case, the result is a correct adverbial clause modifying lost [his temper] that goes as follows: "Although he was ordinarily a quiet man..." In either case, there is no flaw in (A). (B) is also correct; neither the tense of the verb nor the idiom of the phrase is at fault. The idiom and word order in (D) are acceptable. The idiom in (C) is in error, however. The standard idiom after prohibited calls for the use of from buying rather than to buy. A somewhat different construction, also correct, would be "prohibited the principal's buying."

CHOICE OF EXPRESSION

Directions: In each of the following sentences some part of the sentence or the entire sentence is underlined. The underlined part presents a problem in the appropriate use of language.

Beneath each sentence you will find five ways of writing the underlined part. The first of these repeats the original, but the other four are all different. If you think the original sentence is better than any of the suggested changes, you should choose answer A; otherwise you should mark one of the other choices. Select the best answer and blacken the corresponding space on the answer sheet.

This is a test of correctness and effectiveness of expression. In choosing answers, follow the requirements of standard written English; that is, pay attention to acceptable usage in grammar, diction (choice of words), sentence construction, and punctuation. Choose the answer that produces the most effective sentence—clear and exact, without awkwardness or ambiguity. Do not make a choice that changes the meaning of the original sentence.

3. Although these states now trade actively with the West, and although they are very willing to exchange technological information, their arts and thought and social structure remains substantially similar to what it has always been.

   (A) remains substantially similar to what it has always been
   (B) remain substantially unchanged
   (C) remains substantially unchanged
   (D) remain substantially similar to what they have always been
   (E) remain substantially without being changed

The purpose of questions of this type is to determine the candidate's ability to select the clearest and most effective means of expressing what the statement attempts to say. In this example, the phrasing in the statement, which is repeated in (A), presents a problem of agreement between a subject and its verb (their arts and thought and social structure and remains), a problem of agreement between a pronoun and its antecedent (their arts and thought and social structure and it), and a problem of precise and concise phrasing (remains substantially similar to what it has always been for remains substantially unchanged). Each of the four remaining choices in some way corrects one or more of the faults in the sentence, but only one deals with all three problems satisfactorily. Although (C) presents a more careful and concise wording of the phrasing of the statement and, in the process, eliminates the problem of agreement between pronoun and antecedent, it fails to correct the problem of agreement between the subject and its verb. In (D) the subject agrees with its verb and the pronoun agrees with its antecedent, but the phrasing is wordy. In (E) the idiom is faulty. Only in (B) are all the problems presented corrected satisfactorily.

The question is not difficult.

4. Her latest novel is the largest in scope, the most accomplished in technique, and it is more significant in theme than anything she has written.

(A) it is more significant in theme than anything
(B) it is most significant in theme of anything
(C) more significant in theme than anything
(D) the most significant in theme than anything
(E) the most significant in theme of anything

This question is of greater difficulty than the preceding one.

The problem posed in the sentence and repeated in (A) is essentially one of parallelism: Does the underlined portion of the sentence follow the pattern established by the first two elements of the series (the largest...the most accomplished)? It does not, for it introduces a pronoun and verb (it is) that the second term of the series indicates should be omitted and a degree of comparison (more significant) that is not in keeping with the superlatives used earlier in the sentence. (B) uses the superlative degree of significant but retains the unnecessary it is; (C) removes the it is, but retains the faulty comparative form of the adjective. (D) corrects both errors in parallelism, but introduces an error in idiom (the most...than). Only (E) corrects all the problems without introducing another fault.

CONSTRUCTION SHIFT

Directions: Revise each of the following sentences according to the directions which follow it. Rephrase the sentence mentally to save time, making notes in your test book if you wish. Although the directions may at times require you to change the relationship between parts of the sentence or to make slight changes in other ways, make only those changes that the directions require.

Below each sentence and its directions are listed words or phrases that may occur in your revised sentence. When you have thought out a good sentence, look in the choices (A) through (E) for the word or entire phrase that is included in your revised sentence, and blacken the corresponding space on the answer sheet.

Of course, a number of different sentences can be obtained if the sentence is revised according to directions, and not all of these possibilities can be included in only five choices. If you think of a sentence that contains none of the words listed in the choices, rephrase the sentence again to include a word or phrase that is listed.

5. If the sound were more faithful to the original performance, this tape would be adequate.
Substitute is inadequate for would be adequate.

(A) the faithfulness of the sound
(B) the sound's being faithful
(C) the more faithful sound
(D) the sound's lacking fidelity
(E) the sound lacks fidelity

The directions for revising this sentence indicate that the verb is to be changed from the conditional (would be) to the indicative (is). This change means, first of all, that If is no longer adequate as the introductory adverb in the dependent clause (If the sound were more faithful to the original performance). The If and the conditional verb in the main clause (this tape would be adequate) are interdependent; when that conditional verb is eliminated, the If must also be changed. The directions suggest that the condition has not been met and so a predicted result has not ensued. The relationship between the two clauses in the revised sentence is therefore to be one of cause and effect, a relationship best indicated by words like because and because of.

The choices offer various phrasings that might be used in the dependent clause once the change is made. Using (A) would result in a version either like Because the faithfulness of the sound to the original performance is lacking, which is infelicitous, or like Because of the faithfulness of the sound to the original performance, which does not have the same meaning as the sentence being revised. (B), which can be used in a version like Because of the sound's being faithful to the original performance, also changes the meaning. (C) offers something like Because the more faithful sound of the original performance is lacking, clearly not effective phrasing. With (D), the resulting version is something like Because of the sound's lacking fidelity to the original performance, a version which might be considered an improvement over (C), but which, still awkward in phrasing, is not the best sentence that can be devised using the directions. Because the sound lacks fidelity to the original performance, the version offered by (E), is clearly superior to the others, and it is therefore the best choice.

The question is relatively easy.

6. The suggestion in the article is that aggression and the desire to possess territory are never completely controlled in man.
Substitute nor for and.

(A) are ever
(B) are not
(C) is never
(D) is ever
(E) is often

This question is more difficult than the preceding one. The directions require both a shift in the way the negative of the original sentence (never) is expressed and a shift in subject-verb agreement. In other words, the nor indicates that never is to be eliminated from the sentence and that neither-nor is to do its work; therefore, aggression and the desire to possess territory, requiring the verb are, is to become neither aggression nor the desire to possess territory, requiring the verb is. With these changes in mind, it is an easy matter to eliminate (A) and (B), which retain the plural verb, and (C), which retains the original phrasing of the negative. (E) results in a change in meaning that is unacceptable. Only (D) meets all the requirements, for using it results in The suggestion in the article is that neither aggression nor the desire to possess territory is ever completely controlled in man, a clear and effective sentence.

For the convenience of the candidate, a miniature sample of the English Expression Test is provided below. The test should be taken in the time stipulated; answer keys are provided on page 46.

ENGLISH EXPRESSION
SAMPLE TEST

Time—15 minutes

(16 questions)

SECTION I

Directions: The following sentences contain problems in grammar, usage, diction (choice of words), and idiom.

Some sentences are correct.
No sentence contains more than one error.

You will find that the error, if there is one, is underlined and lettered. Assume that all other elements of the sentence are correct and cannot be changed. In choosing answers, follow the requirements of standard written English.
If there is an error, select the one underlined part that must be changed in order to make the sentence correct.
If there is no error, mark answer space E.

EXAMPLES: SAMPLE ANSWERS

I. He spoke bluntly and angrily to we spectators.
A B C D

No error
E

I. (A) (B) (C) (D) (E)

II. He works every day so that he would become
A B C

financially independent in his old age.
D

No error
E

II. (A) (B) (C) (D) (E)

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1. Immanuel Kant, though being accepted as a significant figure in the growth
A B

of philosophy, remains one of the philosophers most easily misunderstood.
C D

No error
E

2. The history of science indicates that as long as (A) the imaginative man continues to contemplate on the natural world (B), the solution of one problem will give (C) rise to another problem of a different sort (C, D). No error (E)

3. Observation of the oceans of the earth and the so-called seas of the moon indicate (A) that they (B) are similar enough (C) to warrant investigation of the possibility of comparable (D) origins. No error (E)

4. The appearance of the beggar was in one respect (A) similar to the (B) elegant gentleman, for the beggar, too, walked (C) with dignity (D). No error (E)

5. The interest of American industry for developing (A) previously wasted (B) intellectual resources suggests (C) that we may have reached (D) a new plateau in our economic development. No error (E)

6. Most of the retail trade of the period (A) was conducted in (B) the market, for the medieval shop was less a store than (C) a workshop where craftsmen made goods (D) to order (D). No error (E)

SECTION II

Directions: In each of the following sentences some part of the sentence or the entire sentence is underlined. The underlined part presents a problem in the

appropriate use of language. Beneath each sentence you will find five ways of writing the underlined part. The first of these repeats the original, but the other four are all different. If you think the original sentence is better than any of the suggested changes, you should choose answer A; otherwise you should mark one of the other choices. Select the best answer and blacken the corresponding space on the answer sheet.

This is a test of correctness and effectiveness of expression. In choosing answers, follow the requirements of standard written English; that is, pay attention to acceptable usage in grammar, diction (choice of words), sentence construction, and punctuation. Choose the answer that produces the most effective sentence—clear and exact, without awkwardness or ambiguity. Do not make a choice that changes the meaning of the original sentence.

7. At first Shakespeare's plays were performed more for the roles they provided the actors than for the truth of their characterizations or the beauty of their verse.

   (A) were performed more for the roles they provided
   (B) were more performed because of providing good roles for
   (C) had been performed more for the roles they could provide
   (D) had been performed more for the roles that are provided in them for
   (E) had been performed more because of the roles they provided

8. Desiring to insure the continuity of their knowledge, magical lore is transmitted by the chiefs to their descendants.

   (A) magical lore is transmitted by the chiefs
   (B) transmission of magical lore is made by the chiefs
   (C) the chiefs' magical lore is transmitted
   (D) the chiefs transmit magical lore
   (E) the chiefs make transmission of magical lore

9. Both diplomats have this point in common: their forte lies not so much in administrative routine or social activities as much as securing the greatest advantage to their country at the conference table.

   (A) as much as
   (B) as much as in
   (C) as in
   (D) but it is
   (E) but is in

10. As Malcolm walks quickly and confident into the purser's office, the rest of the crew wondered whether he would be charged with the theft.

(A) As Malcolm walks quickly and confident
(B) As Malcolm was walking quick and confident
(C) As Malcolm walked quickly and confident
(D) As Malcolm walked quickly and confidently
(E) As Malcolm walks quickly and confidently

11. The present Duke of Haydrough was the first in his country to recognize that the economic stability of the island depends upon diversification of agriculture, rather than concentration.

(A) depends upon diversification of agriculture, rather than concentration
(B) is dependent upon diversification of agriculture, instead of concentrating it
(C) must be dependent upon agricultural diversification, not the concentration of it
(D) will depend upon diversifying agriculture, rather than concentration
(E) depends upon agriculture diversification, rather than concentrating it

12. Dryden may be credited with possessing greater knowledge of the classics than him, but Shakespeare is certainly the greatest playwright of the two.

(A) greater knowledge of the classics than him, but Shakespeare is certainly the greatest playwright of the two
(B) greater knowledge of the classics than he, but Shakespeare is certainly the greater playwright
(C) greater knowledge of the classics than he, but Shakespeare is certainly the greatest playwright of the two
(D) greater knowledge of the classics than him, but Shakespeare is certainly the greater playwright
(E) the greatest knowledge of the classics, but Shakespeare is certainly the greatest playwright of the two

SECTION III

Directions: Revise each of the following sentences according to the directions which follow it. Rephrase the sentence mentally to save time, making notes in your test book if you wish. Although the directions may at times require you to change the relationship between parts of the sentence or to make slight changes in other ways, make only those changes that the directions require.

Below each sentence and its directions are listed words or phrases that may occur in your revised sentence. When you have thought out a good sentence, look in the choices A through E for the word or entire phrase that is included in

your revised sentence, and blacken the corresponding space on the answer sheet.

Of course, a number of different sentences can be obtained if the sentence is revised according to directions, and not all of these possibilities can be included in only five choices. If you think of a sentence that contains none of the words listed in the choices, rephrase the sentence again to include a word or phrase that is listed.

EXAMPLES:

I. Sentence: Coming to the city as a young man, he found a job as a newspaper reporter.

Directions: Substitute He came for Coming.

(A) and so he found
(B) and found
(C) and there he had found
(D) and then found
(E) and had found

Your rephrased sentence will probably read: "He came to the city as a young man and found a job as a newspaper reporter." This sentence contains the correct answer: (B) and found. A sentence which used one of the alternate phrases would change the meaning or intention of the original sentence, would be a poorly written sentence, or would be less effective than another possible revision.

II. Sentence: Owing to her wealth, Sarah had many suitors.

Directions: Begin with Many men courted.

(A) so
(B) while
(C) although
(D) because
(E) and

Your rephrased sentence will probably read: "Many men courted Sarah because she was wealthy." This new sentence contains only choice D, which is the correct answer. None of the other choices will fit into an effective, correct sentence that retains the original meaning.

13. The large business which first recognized the need to develop low-cost housing in that city of two million and then proceeded to secure financial backing necessary to build such housing was an insurance company.

Begin with An insurance company.

(A) to recognize
(B) recognizing first
(C) had recognized first
(D) first for recognizing
(E) having been recognized

14. Almost a quarter century after the trial in 1951, when eyewitnesses provided detailed confirmation of Laura Jenkins' testimony, many of the townspeople are not entirely certain of her innocence.

Begin with In 1951.

(A) yet almost a quarter century later
(B) yet almost a quarter century ago
(C) although almost a quarter century ago
(D) although almost a quarter century later
(E) and still a quarter century ago

15. Closely tied in the club's program to its fight against continued pollution of the air by industries in the area is its work to prevent companies from using local streams and lakes for the disposal of wastes.

Begin with The club's fight against.

(A) area with their work
(B) area is closely
(C) area, as well as their work
(D) area were closely
(E) area, closely tied

16. That the speaker frequently and angrily alludes to the prejudice he has seen white men show to him and his fellow black men proves how great a part such injustices have played in shaping his militancy.

Begin with The speaker's.

(A) serves as proof of
(B) proves how
(C) have proved
(D) are to prove
(E) prove

GENERAL BACKGROUND

Two hours–200 questions

This test is designed to measure a candidate's breadth of understanding of the institutions and concepts that are basic in the development of the United States and of other countries and regions. More specifically, a candidate should have some understanding of the historical past, particularly as it illuminates the present. He should be familiar with forms of government, with political practices, especially those of the United States, and with major economic concepts and practices. He should be aware of social patterns and sociological changes in the United States and elsewhere in the world. He should know something of geography, particularly that of the United States, and of international problems. He should have some understanding of the literary, artistic, and philosophical heritage of the United States and the Western world, as well as an appreciation of the heritage of other peoples. He should be aware of current trends and developments in the arts and in philosophy. He should understand basic scientific principles, their significance in modern life, and the interrelationships of the various sciences.

A candidate is not expected to prepare himself for this test by any set program of college courses. A good background in general education, however obtained, should constitute adequate preparation. Also, although few candidates can be expected to show a high degree of proficiency in all of these areas of understanding, to be successful a candidate should demonstrate a familiarity with most of them and show a basic understanding of the institutions and concepts involved in these areas, particularly those pertaining to the United States. A large number of the questions in the General Background Test are concerned with the United States.

Following are discussions of various kinds of questions used in the General Background Test.

1. The relationship between the Good Neighbor policy and the Roosevelt Corollary is similar to the relationship between

   (A) the Monroe Doctrine and Dollar Diplomacy
   (B) the Act of Chapultepec and the Platt Amendment
   (C) the Pan American Union and the Monroe Doctrine
   (D) Dollar Diplomacy and the Ostend Manifesto
   (E) the Act of Chapultepec and the Pan American Union

This question tests the candidate's understanding of shifts in the policy of the United States toward Latin America since the early years of the nineteenth century. To answer it, the candidate must first determine the relationship of the Good Neighbor policy to the Roosevelt Corollary, namely, that the former

reversed the latter. Then he must look among the choices for a similar reversal of policy. This he will find in (B). The Platt Amendment contained limitations on the sovereignty of Cuba and by implication other Latin American countries. The Act of Chapultepec, a regional security agreement, recognized the sovereignty of the Latin American countries by recognizing them as equals of the United States. The organizations or policies listed first in the other answers did not similarly reverse the policy or organization listed second.

This is a moderately difficult question.

2. "Had a man lived in this country from 1865 to 1945 he would have witnessed, in the order listed, developments which in European history occupied several centuries: absolute monarchy, constitutional monarchy, liberalism, imperialist expansion, military dictatorship, totalitarian fascism, foreign occupation."

   The description above best fits

   (A) India
   (B) China
   (C) Japan
   (D) Egypt
   (E) Brazil

This question is based on a quotation which describes a country that, in the eighty years prior to the end of the Second World War, experienced in the order listed developments that had occurred in European countries over several hundred years. The candidate is asked to select among five non-European countries the one that the description fits. Each of these, with the exception of Japan, can be eliminated if one knows something of its history. To save time, a candidate may well consider first the years of the first and last developments cited. Of the countries listed, only China and Japan had absolute monarchies in 1865 and only Japan was wholly under foreign occupation in 1945. A rapid review of Japanese history will show that constitutional monarchy followed absolute monarchy and so on through the list. Perhaps an even simpler approach is to ask which of the five countries was under foreign occupation in 1945 and upon deciding that Japan was, to check and verify the applicability of the rest of the quotation. However candidates arrived at the right answer, the question has proved an easy one.

3. On a given July day in Bermuda, the moisture content of the air remains constant while the temperature rises. What happens to the humidity in this situation?

   (A) The absolute humidity rises.
   (B) The absolute humidity decreases.
   (C) The relative humidity rises.
   (D) The relative humidity decreases.
   (E) Both the absolute humidity and the relative humidity remain constant.

This question is designed to evaluate a candidate's understanding of the meaning of the term "humidity," an important term in descriptions of weather conditions. Humidity can be reported by giving the actual amount of water vapor in a sample of air, called the absolute humidity, or by giving for the air sample the percentage of the maximum amount of water vapor that is actually present, called the relative humidity.

In this question, one is told that the moisture content of the air remains constant, and so the absolute humidity must remain constant. However, the temperature rises. Since more water could evaporate into the air at the higher temperature, the relative humidity must drop under the given conditions. The correct answer (D) describes the effect on the relative humidity of the described temperature change. (A) and (B) are intended to attract candidates who do not understand that the unchanging moisture content means unchanging absolute humidity. (C) appeals to those candidates who realize that the relative humidity changes but who do not understand that the maximum water content rises as the temperature rises and/or that the relative humidity depends on the ratio of the actual water content to the maximum water content. (E) attracts candidates who believe mistakenly that fixed water content must mean fixed humidity.

4. "America has produced no new conceptions of government. Its political ideas and institutions were drawn from Europe and it supplied nothing more than a congenial environment in which they might flourish."

   Which of the following would the author be LEAST likely to use to support his thesis?

   (A) The Declaration of Independence
   (B) The Bill of Rights
   (C) The party system
   (D) The system of checks and balances
   (E) The national nominating convention

Much has been made, and rightly, of the debt of the Founding Fathers to the intellectual and political climate of the eighteenth century in which they lived. This question is designed to test the candidate's knowledge of this fact as well as his knowledge of the history and government of the United States. The author of the quotation has taken the position, not currently a popular one, that the United States has contributed nothing to political thought or practice. The candidate is asked to disagree with this position by selecting from among the choices presented the one that describes a document or practice that is unique to the United States. He can rule out the first four choices. In the Declaration of Independence (A), Jefferson, its generally accepted author, drew heavily, with certain modifications, on Locke and other European thinkers in his exposition of the contract theory and his justification of the right of revolution. In his list

of grievances against the king, the traditional rights of Englishmen loom large. The Bill of Rights, the first Ten Amendments to the United States Constitution (B), consists of rights set forth in such documents as the English Petition of Right and the Bill of Rights. Although in its developed form the party system in the United States (C) contains original elements, it shares a common ancestry with the parties that were emerging in seventeenth-century England. The system of checks and balances (D), although functioning nowhere else as it does in the United States Government, is a practical application of the ideas of Montesquieu. On the other hand, the national nominating convention (E), whether considered in its present manifestation or as it first appeared in the early nineteenth century, is a peculiarly American contribution to political practice. The question has proved to be of slightly more than average difficulty.

5. Which of the following terms is used to describe the spread of elements of culture from society to society?

(A) Culture conflict
(B) Accommodation
(C) Acculturation
(D) Socialization
(E) Diffusion

This question tests the candidate's understanding of some of the terms used to define social processes. Although these are terms of the behavioral sciences, they should be familiar to an educated person. While the spread of elements of culture takes place within some of the social processes given in the choices, that is not the basic meaning of these terms. Culture conflict (A) refers to the clash of whole cultures or elements of culture and so is incorrect. Any elements of culture spread by this means are only spread as a by-product of the clash. Accommodation (B), also incorrect, defines a form of adjustment often made by societies or groups in conflict with one another. While spread of cultural elements may occur, it is not an essential part of the process of accommodation. Acculturation (C) is also incorrect because this term refers to the process by which one society or culture, usually a minority group, is absorbed into another. A notable example of this has been the absorption of various groups of immigrants to the United States. Again, any spread that results is marginal, which renders this an incorrect response. Socialization (D) defines the process wherein the young of a given society take on the social roles and behaviors appropriate to them as members of that society. Because this process takes place within a society, it does not involve a spread of culture.

The correct response, diffusion (E), is the term used by anthropologists to describe cultural borrowing. The concept is useful in hypothesizing about the antiquity or the development of cultures; tracing the diffusion of culture traits is also basic to an understanding of movements and relationships among various

peoples. This question has proved to be of slightly more than average difficulty.

6. "He was a contemporary of the Impressionists. His subject matter came from the life about him: scenes from dance halls and cafes, for example. He executed many posters in lithography, and was one of the first to raise this form to the status of art."

   The artist described above is

   (A) Picasso
   (B) Degas
   (C) Renoir
   (D) Cézanne
   (E) Toulouse-Lautrec

To answer this question, the candidate must choose the artist who best fits all the facts given in the quotation. A careful reading of the quotation reveals that the artist was a contemporary of the Impressionists; was concerned with subject matter taken from the life around him, particularly scenes from dance halls and cafes; and was a forerunner in the use of lithography as an art form in poster making. When considering the choices, the candidate will find that all of the painters listed fit one or more of the facts in the quotation but that only one fits all of the facts.

All of the painters except Picasso were contemporaries and were productive at the time when Impressionism was a dominant movement, so (A) can be eliminated. Although Degas' interest in scenes from the ballet (e.g., Les Femmes qui Dansent) and Renoir's interest in figure paintings (e.g., Le Moulin de la Galette) make (B) and (C) attractive, neither painter worked in lithography so they can be eliminated. Cézanne (D) is not acceptable because he is most noted for his still life paintings (e.g., Bouquet de Fleurs) and landscapes (e.g., Mont Sainte Victoire) and because he did not execute posters in lithography.

On the other hand, Toulouse-Lautrec was a contemporary of the Impressionists, chose much of his subject matter from dance halls and cafes, particularly the Moulin Rouge, and was the first to use the technique of lithography for commercial posters. (E) is, therefore, correct.

For the convenience of the candidate, a miniature sample General Background Test is provided below. Although it does not contain every kind of question that appears in the test, it does include the major types. The test should be taken in the time stipulated; answer keys are provided on page 46.

GENERAL BACKGROUND SAMPLE TEST

Time–25 minutes

(40 questions)

Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one which is best in each case.

1. Which of the following has contributed most to the increase in real wages in the United States since 1900?

   (A) Rising prices
   (B) Increasing productivity
   (C) Increasing strength of labor unions
   (D) Increasing use of the corporate form of business organization
   (E) Increasing legislation favorable to labor

2. In recent years a major development in the field of American radio broadcasting has been the

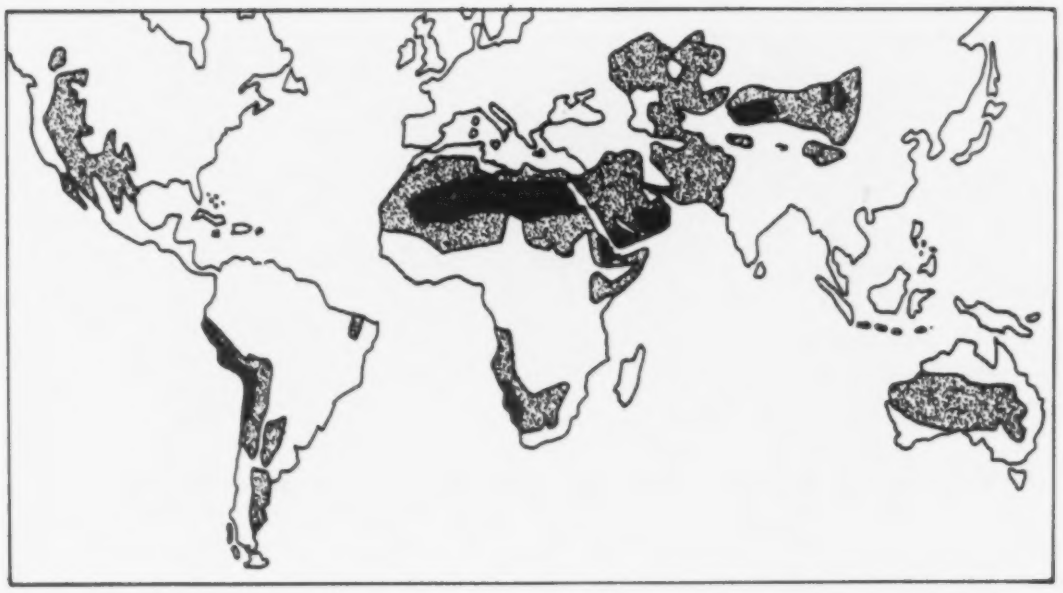
   (A) wholesale closing down of AM stations
   (B) growth of FM stations
   (C) decline in news coverage by AM network stations
   (D) resiliency of the AM network "soap operas"
   (E) decline in audience-participation programs

3. During the 1930's, an important reason for friction between the United States and Mexico was Mexico's

   (A) alignment with Germany
   (B) support for neutralism
   (C) expropriation of foreign mineral concessions
   (D) trade expansion in South America
   (E) opposition to reciprocal trade agreements

4. The two kinds of shading on the following map represent areas of

   (A) dense population
   (B) low literacy
   (C) relative aridity
   (D) nuclear testing
   (E) low per capita income



5. Which of the following statements is typically associated with Hobbes?

   (A) Men require government for civil peace.
   (B) Government should be limited by certain constitutional safeguards.
   (C) The best protection for individual liberty is freedom of private associations.
   (D) Government is a trust that may be revoked by the governed whenever those who govern violate it
   (E) Political conflict results from competition among economic forces in society.

6. In his atomic theory Dalton asserted that atoms can neither be created nor destroyed. Experimental findings like which of the following must logically have preceded the acceptance of this assertion?

   (A) A 2.016-gram sample of hydrogen reacts with a 16.000-gram sample of oxygen to form 18.016 grams of water.
   (B) If samples of water and of hydrogen peroxide each contain 2.016 grams of hydrogen, the ratio of the weights of oxygen in the two samples is 1 to 2.
   (C) A sample of pure heavy water would weigh about 10 percent more than a sample containing the same number of molecules of light water.
   (D) A sample of water vapor equivalent to a volume of 22.4 liters at standard conditions weighs 18.016 grams.
   (E) Each molecule of water contains two atoms of hydrogen and one atom of oxygen.

7. What was thy pity's recompense?
   A silent suffering, and intense;
   The rock, the vulture, and the chain,
   All that the proud can feel of pain.

   These lines allude to the fate of

   (A) Laocoön
   (B) Cassandra
   (C) Tantalus
   (D) Prometheus
   (E) Atlas

8. Which of the following is most accurately characterized as a primary group?

   (A) A school
   (B) A government
   (C) A crowd
   (D) A family
   (E) A labor union

9. The Emancipation Proclamation, January 1, 1863, granted freedom to

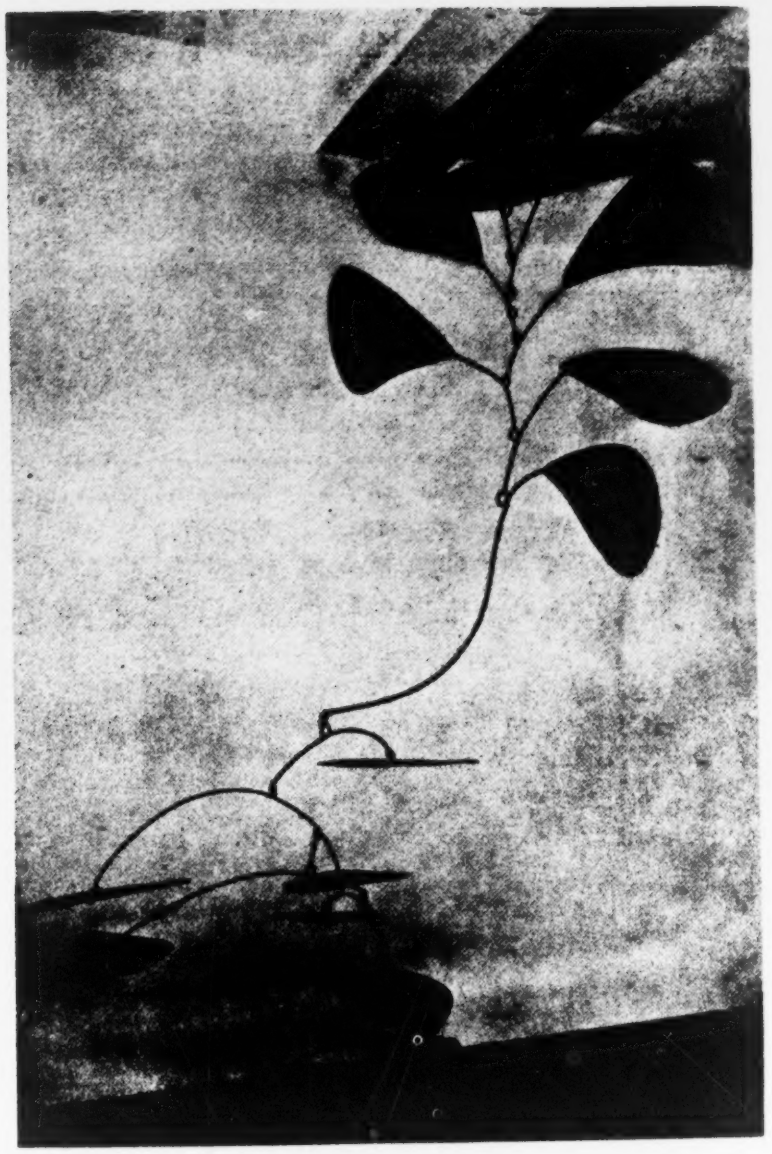
   (A) all slaves
   (B) slaves in the border states
   (C) slaves in the North
   (D) slaves in areas occupied by the Union army
   (E) slaves in areas still in rebellion

10. The pragmatist conceives of truth as something that is

    (A) established by experience
    (B) completely unknowable
    (C) based on revelation
    (D) available only to the most intelligent
    (E) arrived at only through reason and intuition

11. The artist most closely associated with works such as the one following is

    (A) Picasso
    (B) Calder
    (C) Braque
    (D) Dali
    (E) Brançusi



12. A unique feature of the school system of the United States, as compared with that of most European countries, is the

(A) high proportion of independent schools
(B) extensive use of the comprehensive high school
(C) small amount of public money provided for education
(D) widespread use of examinations for secondary school admission
(E) emphasis on a classical curriculum

13. Which of the following statements concerning executives in the Federal Government of the United States is correct?

(A) Political executives, appointed by the President or by heads of agencies, tend to have a common background and work experience.
(B) While the President has had little success in coordinating and directing the work of the executive branch, the department heads have successfully overcome the preference of their bureaus and divisions for operating autonomy.
(C) Salaries of executives compare favorably with salaries of business executives.
(D) Normally, Congress has clearly defined the objectives of various administrative programs and so has reduced the range and degree of discretion exercised by executives.
(E) Heads of agencies and their political assistants rarely have complete control over their programs partly because other agencies with related and perhaps conflicting interests must be consulted.

14. All of the following contributed to the crystallization of social classes in feudal societies EXCEPT

(A) a highly stable population
(B) a high degree of status differentiation
(C) a rapid rate of social change
(D) the existence of a privileged elite
(E) the limited development of nonfarm occupations

15. Political boundaries in Africa at the mid-twentieth century were determined primarily by

(A) geographic realities
(B) economic factors
(C) tribal organization
(D) nineteenth-century European power politics
(E) nationalist sentiments

16. The structural system used in this building is

(A) load-bearing masonry
(B) prestressed concrete
(C) cast-iron panels
(D) steel frame
(E) thin-shell concrete

17. The number of voters participating in the 1920 United States presidential election increased relatively more than the total population increased from 1916-1920 primarily because

(A) the increase in the urban population made it relatively easy for a larger percent to vote
(B) improvements in educational methods increased popular interests in politics
(C) the Nineteenth Amendment was ratified in 1920
(D) voters turned out in large numbers to vote against the League of Nations
(E) Harding waged a vigorous campaign for the presidency

18. Which of the following actions by the Federal Reserve System would tend to increase the supply of bank credit in the United States economy?

(A) a purchase of government securities in the open market
(B) An increase in the discount rate
(C) An increase in the margin requirement for purchases of common stock
(D) A transfer of gold reserves to foreign central banks
(E) An increase in required reserve deposits for member banks

19. The explanation for the red appearance of the setting sun also explains why

(A) a red bar looks redder at sunset than at noon
(B) red is a better color than blue for the navigation lights on top of radio transmission towers
(C) a blue object looks black in red light
(D) the flame from burning calcium is red
(E) blood looks red under white light

20. "He sees the drama in functional terms as a social instrument to help organize and motivate black communities. He wants the black theatre not only to be entertaining and artful, but also to reflect, interpret, teach, chronicle, take part in, and, in a sense, lead a black revolution."

The dramatist described above is

(A) Marc Connelly
(B) LeRoi Jones
(C) Edward Albee
(D) Arthur Miller
(E) Tennessee Williams

21. "This continent represents a very small percentage of the total land area of the globe. Its location in the belt of prevailing westerly winds has had a profound effect upon its climatic conditions and hence upon its economy. Another physical aspect is the extent to which the qualities of 'peninsularity' and 'insularity' are exhibited in its coastal configuration."

The quotation above is part of a description of

(A) South America
(B) Australia
(C) Europe
(D) North America
(E) Africa

22. Which of the following best characterizes the situation of the European powers during the ten years before the First World War?

(A) Relations were fluid, with few indications of final alignments.
(B) Major alignments were maintained without change as crises decreased in number and intensity.
(C) The status quo was maintained in a period of relative calm.
(D) The absence of serious clashes facilitated the formation of new alignments.
(E) Major alignments were completed while crises accelerated.

23. All of the following are in the classical tradition EXCEPT

(A) Symphony No. 40, Mozart
(B) the Lincoln Memorial in Washington, D.C.
(C) Tartuffe, Moliere
(D) Being and Nothingness, Sartre
(E) "The Death of Socrates," David

24. Which of the following has had the greatest effect on the rate of population change in the less developed of the developing nations?

(A) Increases in the average age at marriage
(B) Modern medicine and pesticides
(C) Rises in the net reproduction rate
(D) Improvements in birth-control techniques
(E) Sterilization and abortion programs

25. A "classicist in literature, royalist in politics, and Anglo-Catholic in religion" is the description of himself given by

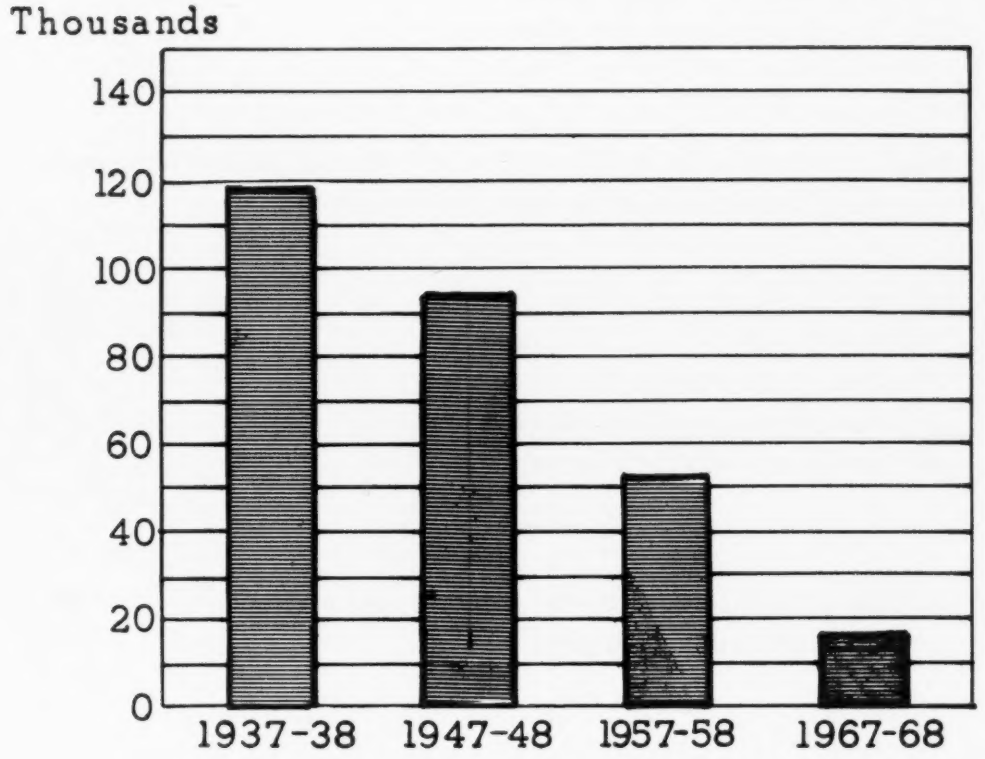
(A) T.S. Eliot
(B) Stephen Spender
(C) W.H. Auden
(D) Archibald MacLeish
(E) John Masefield

26. An increase in which of the following was a necessary condition for the development of the earliest urban areas?

(A) Agricultural productivity
(B) Immigration
(C) Contact with other cultures
(D) Birth rate
(E) Mechanization

27. The figures in the graph below pertain to the United States. They are figures for the number of

(A) cities
(B) counties
(C) towns
(D) school districts
(E) townships



28. Which of the following is the most important argument for laws stringently controlling the use of DDT?

(A) It is responsible for the near extinction of the whooping crane.
(B) Its use has resulted in the extermination of some insect species.
(C) It becomes concentrated in certain body tissues of organisms high in food chains.
(D) It has resulted in the starvation of the songbirds that commonly winter in the northern states.
(E) Chemically it has a long half-life.

29. Which of the following uses the energy of sunlight in making food from carbon dioxide and water?

(A) Disease-producing bacteria
(B) Viruses
(C) Fish
(D) Green plants
(E) Cattle

30. In the United States in the 1920's, the trend toward uniformity was hastened by which of the following?

I. An increase in the number of independent newspapers
II. The development of national advertising media
III. The radio
IV. The movies

(A) I and II only
(B) III and IV only
(C) I, II, and IV only
(D) II, III, and IV only
(E) I, II, III, and IV

31. "Written by one who is often called the greatest storyteller of all literature, this masterpiece deserves praise for its narrative interest and its vivid and realistic pictures of life and people. It contains a wide diversity of types of story, including romances, adventure stories, stories of illicit love, satiric stories directed against the clergy, and comic anecdotes. The stories are told during a period of ten successive days by a group of people gathered in the country to escape the Great Plague."

The work referred to in this passage is written by

(A) Marco Polo
(B) Rabelais
(C) Castiglione
(D) Boccaccio
(E) Cervantes

32. In which of the following has a United Nations force faced the problem of keeping the peace between a minority and a majority divided by national loyalties?

(A) Cyprus
(B) The Congo
(C) Korea
(D) Vietnam
(E) Kashmir

33. Recent internal migration in the United States has consisted of which of the following?

I. Westward movement
II. North to south movement
III. Rural to urban movement
IV. Inner city to suburb movement

(A) I and II only
(B) III and IV only
(C) I, II, and III only
(D) I, III, and IV only
(E) I, II, III, and IV

34. If Country I can produce Commodity A with 1 unit of input and Commodity B with 3 units of input and if Country II can produce Commodity A with 5 units of input and Commodity B with 10 units of input, it would be most likely that

(A) Country I would produce both commodities and that Country II would produce neither
(B) no trade would take place between the two countries
(C) Country II would gain from trade but that Country I would not
(D) Country I would gain from trade but that Country II would not
(E) each country would gain by trading with the other

35. At the time when it achieved recognition as an independent state, in which of the following did a substantial migration of population take place?

I. Israel
II. India
III. Pakistan
IV. The Union of South Africa
V. Canada

(A) II only
(B) I and IV only
(C) I, II, and III only
(D) II, III, and IV only
(E) I, II, III, IV, and V

36. Which of the following is the best criterion for objectively determining an individual's social class in the United States?

(A) Income
(B) Ancestry
(C) Religious belief
(D) Political belief
(E) Interests

37. The first American to win the Nobel Prize for Literature was

(A) Sinclair Lewis
(B) Eugene O'Neill
(C) William Faulkner
(D) Pearl Buck
(E) Ernest Hemingway

38. A musical program devoted solely to major compositions by Mahler, Beethoven, and Shostakovich, would most likely be

(A) a piano recital
(B) a symphony orchestra concert
(C) a string quartet recital
(D) an organ recital
(E) a song recital

39. Which of the following has had the effect of strengthening the system of checks and balances in the national government?

(A) National political parties
(B) The power of judicial review
(C) The popular election of United States senators
(D) Federal grants-in-aid
(E) The trend toward bipartisanship in foreign affairs

40. "Cities often grow up in locations near bulky raw materials, if power and markets are fairly accessible."

The factors above influenced the development of all of the following cities EXCEPT

(A) Birmingham, Alabama
(B) Wilmington, Delaware
(C) Duluth, Minnesota
(D) Des Moines, Iowa
(E) Oklahoma City, Oklahoma

Sample Foreign Service Examination — Key

GENERAL ABILITY

1. A	7. E	13. A	19. A
2. C	8. D	14. A	20. B
3. A	9. C	15. D	21. D
4. B	10. B	16. D	22. D
5. A	11. C	17. C	23. E
6. B	12. C	18. D	

ENGLISH EXPRESSION

1. A	5. A	9. C	13. A
2. B	6. E	10. D	14. A
3. A	7. A	11. A	15. B
4. B	8. D	12. B	16. E

GENERAL BACKGROUND

1. B	9. E	17. C	25. A	33. D
2. B	10. A	18. A	26. A	34. E
3. C	11. B	19. B	27. D	35. C
4. C	12. B	20. B	28. C	36. A
5. A	13. E	21. C	29. D	37. A
6. A	14. C	22. E	30. D	38. B
7. D	15. D	23. D	31. D	39. B
8. D	16. D	24. B	32. A	40. B

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